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ABSTRACT

This report describes innovative partnerships forged in recent years between U.S. businesses and public schools and between businesses and private, nonprofit employment and training programs for youth. Intended for businesses and youth service providers in school systems and private agencies, this report responds to questions from businesses about how other companies have gotten involved and suggests to education leaders how to formulate ideas and proposals to attract business investments. Part I is an introduction. Part II describes four corporate partnerships with the public schools: the Boston Compact, the Cleveland Initiative, the Compact Replication Project (an effort undertaken by the National Alliance for Business to replicate the Boston Compact in 12 cities), and the Partnership Project (Center for Human Resources at Brandeis University). Part III is organized around different categories of existing corporate/community-based organization (CBO) partnerships, with examples of successful arrangements described under each heading. Each program described is sponsored by a member of the National Youth Employment Coalition. The following categories are included: board of directors/advisory councils; mentors and advisors to clients; on-the-job training programs; and matching programs. Part IV discusses local and national sources for advice in forming a partnership and part V is a brief conclusion. An index provides names and addresses of program operators. (YLB)

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Investments in Tomorrow's Workforce:

Corporate Partnerships for the Education, Training, and Employment of Disadvantaged Youth

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May, 1989

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Investments in Tomorrow's Workforce:
Corporate Partnerships for the Education,
Training, and Employment of Disadvantaged Youth

FOREWORD

This report, prepared by the National Youth Employment Coalition under a grant from the Employment and Training Administration of the U.S. Department of Labor, describes some of the innovative partnerships forged in recent years between American businesses and public schools, and between businesses and private, non-profit employment and training programs for youth. These partnerships focus on a single common goal for all those involved: preparing disadvantaged youth, both economically and educationally, for unsubsidized employment in the current labor market. The partnerships benefit the business community by producing a pool of qualified potential employees in a time of economic growth, benefit the youth by providing them with the training and guidance necessary to succeed, and benefit the public schools and private agencies by providing additional resources.

The target audiences for a report of this nature are both businesses and youth service providers (in school systems and private agencies). A partnership requires at least two partners, and this report attempts to answer at least some of the basic questions either potential partner might have. On the one hand, it responds to questions from the business community about how other companies have gotten involved in the training of tomorrow's workforce. On the other hand, it suggests to education leaders how to formulate ideas and proposals to attract business investments in and partnerships with their programs, and it provides them with the names of persons to contact for additional information.

There is no doubt that the labor market has changed dramatically in the last decade. We are in the midst of the longest post-war economic expansion in American history, yet unemployment rates for youth are at epidemic proportions, especially for minority youth. The current mismatch between the skills and training possessed by youth and the skills necessary to function in newly created jobs in the economy is the result of these changes. The foresight of businesses and community-based organizations to work together for a common solution is both rational and necessary for continued economic growth. It is hoped that this report will foster further cooperation among the key groups that need to be involved in the training and employment of tomorrow's young workers.

Many of the employment and training programs discussed in this report (their addresses, phone numbers, and contacts are listed in Part V) are either members of or affiliates of members of the National Youth Employment Coalition. Founded in 1979, the National Youth Employment Coalition is a membership organization composed of agencies with an interest in increasing education, employment and training opportunities for youth, especially those youth who are disadvantaged. With more than 50 members from across the country, the Coalition activities include technical assistance, advocacy, information sharing, networking, and local coalition-building on behalf of its member organizations. The work of the Coalition is supported by membership dues, a variety of private foundations and corporations, and by the U.S. Department of Labor.

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PART I: INTRODUCTION

The Labor Market. In the last decade, a most serious social problem has developed in our economy, which if ignored threatens the vitality and growth of American businesses. Due to a number of related factors, a major gap now exists between the educational levels of many of today's new workers and the level required of them to function in the jobs of our current economy. This disparity has two by-products, each of which is cause for serious concern. Together, they could be catastrophic both for American business growth and for the future economic freedom and independence of America's youth.

Why the disparity? Most of the jobs being created in the current economy are classified as "service" jobs (as opposed to "manufacturing" or other classifications). Service jobs do not result in the production of manufactured goods for sale in the market; rather, they result in the sale of labor-intensive services for a fee. In past generations, young people with low levels of education had the promise of entry into low-skilled manufacturing jobs. Historically, as a result of the rise of labor unions, these jobs paid high wages relative to other jobs in the labor market. A family could sustain a middle class lifestyle with only one laborer in the market in a manufacturing job, and that job did not require a high level of education.

There are many factors that produced the decline in America's manufacturing sector. The result, however, is that youths with low levels of education must match themselves with the new jobs being created in the service sector of the economy. These jobs fall under two categories: high-skilled, high-paying (such as financial services positions) and low-skilled, low-paying (such as fast food preparation). While many of the high-skilled jobs pay wages far exceeding those earned by workers in the manufacturing sector, the low paying jobs in the service economy do not pay at a level that is high enough to support a young family. For instance, the starting salary at Wendy's Old-Fashioned Hamburgers on Times Square in New York City is $4.50 per hour. Working forty hours each week, this yields a total before-tax wage of $180, which is considered poverty level for a family of three. While the service economy is the fastest growing sector of the labor market in many regions of the country, it does not leave many viable options for a young worker with low levels of education.

Paralelling a growth in the service economy is a drop in the levels of education now attained by many youths across the country (For a comparison of jobs created between 1970

and 1984 and levels of education required, see attached chart).

Central-City Jobs in Industries, by Mean Education of Employees, 1970, 1984 (figures in thousands)

City and Educational Mean of Industry	Number of Jobs 1970	1984	Change 1970–84
New York			
Less than high school	1,445	953	−492
Some higher education	1,002	1,241	239
Philadelphia			
Less than high school	396	224	−172
Some higher education	205	224	39
Boston			
Less than high school	168	124	−44
Some higher education	185	252	67
Baltimore			
Less than high school	187	114	−73
Some higher education	90	105	15
St. Louis			
Less than high school	197	108	−89
Some higher education	98	96	−2
Atlanta			
Less than high school	157	148	−9
Some higher education	92	129	37
Houston			
Less than high school	280	468	188
Some higher education	144	361	217
Denver			
Less than high school	106	111	5
Some higher education	72	131	59
San Francisco			
Less than high school	132	135	3
Some higher education	135	206	71

Source: John D. Kasarda, "The Regional and Urban Redistribution of People and Jobs in the U.S.," paper prepared for the National Research Council Committee on National Urban Policy, National Academy of Sciences, 1986.

Public high school dropout rates in many of our major cities exceed 50%, the highest level in history. The overall nationwide dropout rate for American public high schools is 25%. A proper match between the needs of growing American businesses and the educational levels of American youth is not occurring, and this could be disastrous for the social and economic welfare of our country. The interests of American businesses in filling new jobs and the interests of American youth in entering career-ladder occupations have now converged. With the schools having to deal with so many social, as well as educational, problems of young people today, however, they can no longer be solely responsible for preparing youth to be skilled workers for today's jobs.

The Role of Corporations. Corporations have recently begun to take a more active role in shaping the character and preparedness of the labor market. They are assuming a role in education by entering into partnerships with both public school systems and with alternative education centers, to help produce an educated and employable workforce. Businesses, unlike philanthropic foundations or government programs, are in a unique position to provide both resources for educators to use in enhancing their programs and incentives and opportunities for students and/or clients to stay in school or receive additional education and training. The resources can vary from funding and in-kind donations to loaning staff and equipment. Opportunities and incentives can range from on-the-job training slots to guarantees of placement for successful graduates of schools or programs.

This paper, prepared by the National Youth Employment Coalition for the U.S. Department of Labor, will describe some of the innovative partnerships that have been founded in recent years for the common goal of educating tomorrow's workforce.

PART II: CORPORATE PARTNERSHIPS WITH THE PUBLIC SCHOOLS

The Boston Compact. In 1982, the leaders of Boston's corporate community agreed to work with the Boston Private Industry Council and the public school system to reduce the dropout rate and improve standardized test scores. At the time, it was thought that students lacked an incentive to succeed. The result was the formation of the Boston Compact, one of the most important examples of an innovative relationship between the corporate and educational communities. The Boston Compact promises priority hiring and enrollment to a graduate of the public school system meeting minimum grade point standards. If a student stays in school, maintains an adequate grade level, and graduates, he or she is given priority for hiring or postsecondary enrollment by the more than 600 businesses or higher education institutions participating in the Compact, respectively. Furthermore, the Compact developed a school-based career education program, increased numbers of internships and summer jobs, and implemented a scholarship program for college-bound youth.

The Boston Compact was renewed by business leaders in 1989, despite concerns that it was not reaching its goals: continuing high dropout rates and low test scores continued to plague Boston public schools throughout the first seven years of the Compact, and reforms within the schools were perceived by the business community as moving too slowly. New goals were established for Boston Compact II, including the development of a school-based management plan, increasing parental involvement in education and training programs, development of a follow-up program that assists students for up to four years after graduation, reducing the dropout rate by 50%, and increasing the number of alternative education programs available for dropouts.

The Boston Compact serves as a model for partnerships between schools, businesses, and higher education. Efforts to replicate the model exist in a number of cities across the country.

The Cleveland Initiative. One such replication of the model was recently implemented in Cleveland. The Cleveland Initiative for Education is also a partnership between the Cleveland public school system and the corporate community. Developed by the Greater Cleveland Roundtable, the Initiative offers incentives in the form of scholarships and jobs to every Cleveland public school student performing at or above a minumum grade point level.

With dropout rates soaring near fifty percent, the Initiative is meant to serve as the driving force behind reform efforts in the public schools. Like the Boston Compact, the Cleveland Initiative supports the college-bound student with a scholarship program and the non-college bound student with priority hiring status upon graduation and job placement assistance.

The two programs operated by the Initiative are the Scholarship-in-Escrow (SIE) program and the School-to-Work (STW) program. SIE's objectives are to increase the number of graduates for the Cleveland public schools, improve the value of the public school diploma in the eyes of potential employers and educators, and increase the number of public school graduates going on to post-secondary education. The program establishes a scholarship fund in the name of each public school student beginning in grade seven. Money is placed into the fund at the rate of $40 for each "A", $20 for each "B", and $10 for each "C". Honors classes net a $10 bonus on top of this rate schedule. It is possible to accrue up to $6,000 in a scholarship fund by receiving straight A's through six years of study in honors courses. Upon graduation, students can apply the scholarship funds to any college, university, or approved technical or vocational school. Many local schools, colleges, and universities have entered cooperative agreements to match or exceed the SIE scholarship funds for enrollees.

The School-to-Work program is designed for students who want to enter the workforce directly upon graduation. STW is operated by Youth Opportunities Unlimited (YOU), a private, nonprofit youth serving organization providing dropout prevention, job placement, and work readiness programs within the school system. The goals of STW are similar to SIE: increase employment opportunities for qualified public school graduates, provide Cleveland-area employers with qualified entry-level workers, and improve the job readiness of graduating seniors. Services required to meet the third goal are provided by YOU through an in-school job readiness training program. In addition, YOU arranges part-time and summer employment for eligible students and graduates. Participants in STW continue to earn SIE scholarship dollars as long as they are in high school, so the decision to enter the workforce immediately does not limit future choices or inhibit students from changing their plans. Students have up to eight years after graduation to use SIE funds for postsecondary education.

The Cleveland Initiative would not have been possible without the support of the community. A five year fundraising goal of $16 million was established; two-thirds of the funds will be allocated to SIE scholarship funds. Cleveland-area employers have been asked to sign a five year priority hiring agreement for qualified public school

graduates. At the end of the five year partnership in 1992, the public school system will undergo evaluation to determine the impact of the Initiative on both high school graduation rates and enrollment by graduates in postsecondary education programs.

The Compact Replication Project. A significant effort to replicate the design of the Boston Compact in twelve cities was undertaken by the National Alliance of Business (NAB). The twelve cities selected for replication are Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego, Seattle, Detroit, Miami/Dade County, Pittsburgh, Providence, and Rochester. This project is a national demonstration funded by the U.S. Departments of Labor and Health and Human Services and a variety of private sources. The Compact Replication Project, as NAB calls this demonstration, was launched in 1988. Results of the demonstration will not be available for a number of years.

The Partnership Project. Another source of business/public school partnerships is the Center for Human Resources (CHR) at Brandeis University. CHR's Partnership Project fostered work/education partnerships between local employers, educational institutions, and local government in 21 cities over a seven year period. The results of this seven-year project are highlighted in A Guide to Working Partnerships. The scope of the project is similar in its basics to the Boston Compact, the Cleveland Initiative, and the NAB Compact Replication Project--to get businesses and public schools to share equally in the responsibility of preparing youth for gainful employment.

The Project's model was based on an existing program in Oakland, California. This program, called "Success on the Move," included a work-related basic skills curriculum and summer and after-school jobs provided by participating local businesses. The 21 partnerships established under the Project involved employers, school systems, and government agencies in the enhancement of labor market opportunties, attendance records, and self-esteem among disadvantaged, marginally-achieving youth.

Since its inception, the Project has served more than 5,000 youth. 1,500 obtained good jobs after graduation and 2,500 went on to postsecondary education.

PART III: CORPORATE/CBO PARTNERSHIPS

Although some of the largest partnership efforts are between corporations and public school systems, a number of collaborative projects also exist between businesses and the network of nonprofit alternative education centers. These alternative education centers are also known in the field as Community-Based Organizations, or CBOs. A CBO, as the name implies, is a community-based service providing center. CBOs are privately operated and responsible for their own funding (unlike city, state, or nationally operated organizations). Among the services they can and do provide are employability enhancement. In other words, they provide services for the enhancement of a client's chances of obtaining unsubsidized employment.

Community-Based Organizations. While a CBO's range of services is not limited to employability enhancement (in fact, many of them provide such services as counseling, drug prevention and rehabilitation, pregnancy prevention and parenting skills, AIDS education and counseling, etc.), this report focuses on their role in preparing clients for employment. The services under consideration include dropout prevention for high school students, career counseling, basic skills enhancement, alternative diploma-granting programs, on-the-job training, occupational-specific training, job readiness training, and job placement. The programs described in this report are distinguished by the fact that they serve youth and prepare them for entry level positions.

Client Population. Although the term "youth" can refer to varying age spans, here "youth" refers to young people in their late teens and early twenties who are usually seeking employment for the first time. Many of the clients served in these programs are disadvantaged, educationally and/or economically. Many of them are high school dropouts or "at-risk" of dropping out. And most of them do not have current plans to attend college or other post-secondary schools at the time of their enrollment in employment and training programs (although there are some exceptions). Rather, these clients are young people who often lack both the basic and advanced skills needed to find employment in career ladder jobs.

Types of Partnerships. The Job Training Partnership Act (JTPA), signed into federal law in 1982, provides funding for the types of services related to employability enhancement described above. JTPA also mandates the cooperation of businesses in the private job training system (see part IV). Yet many of the programs discussed below require additional funds in order to serve certain client

populations, and these delineate the most basic form of corporate/CBO partnerships. A partnership, however, need not be (and should not be) restricted to the basic provision of funds. Some of the most innovative partnerships go well beyond this simple form of involvement. The partnerships described in this report are characterized by the donation of space and equipment, loan of staff to serve as advisors either to the program itself or to the program's clients, endorsement of a program model or curriculum, agreements to hire qualified graduates of a program, provision of internships and on-the-job training slots, and various combinations of the above. This report is not intended to suggest limits as to the range of partnerships possible; it merely highlights some of the programs that have already been established successfully. It is intended to serve as a stimulus for the formation of new and innovative partnerships, not a standard for judging new or existing programs.

The report is organized around different categories of existing partnerships, with actual examples of successful arrangements described under each heading. Each program described is sponsored by a member of the National Youth Employment Coalition. Names and addresses of program operators are provided in the index, if additional information is sought.

A. Board of Directors/Advisory Councils.

The board of directors of a nonprofit organization is a good place to begin to build contacts with the corporate community. There are a number of obvious and not-so-obvious reasons why having members of the corporate community on the board is to the advantage of youth employment and training programs.

First of all, representatives from the business community can be extremely helpful in leveraging additional private sector sources for both funding and placement. Their participation on the board of directors serves as an endorsement from the corporate community of a program model, its staff, and its success in training qualified workers. There is no better way to begin a network with local businesses than to have their representatives as advisors to a program.

Secondly, business leaders can keep program operators abreast of current developments in the jobs of the future. This can be particularly important for programs that have job-specific vocational training components as part of their services. Knowing which job opportunities are growing or about to open up makes placement of graduates much easier. No program can function efficiently without keeping an eye on labor market developments, and inside sources (such as corporate representatives) can often provide more timely information than the more generalized information available from the Bureau of Labor Statistics or a local chamber of commerce.

Finally, it may be a cliche, but "business knows what business wants." Since the entire point of employment and training programs is the enhancement of employability prospects for clients, knowing what kind of employees businesses are looking for is essential. The most reliable sources for this information, of course, are the businesses that will ultimately place clients. Having members of that community on a board or advisory council ultimately helps in planning programs that work, i.e. place clients in jobs.

Examples of Programs:

Opportunities Industrialization Centers of America: OICs of America is a national employment and training program for unemployed and disadvantaged Americans. With 87 local affiliates in 33 states and the District of Columbia, the OIC programs provide clients with a mix of pre-employment training, remedial education, job-specific vocational training, and support services. OICs of America has a national office in Philadelphia, which provides technical assistance and training to the local affiliates. In

addition, local affiliates benefit from the prestige accorded to the national office from the corporate community. This relationship of respect was forged through the usage of the OIC National Industrial Advisory Council (NIAC) and the National Technical Advisory Council (NTAC).

The National Industrial Advisory Council is comprised of approximately 20 chief executive officers of American corporations. The purpose of the council is to advise the national office on its overall growth and future direction. In addition, the appearance of the names of corporate officers in OIC literature gives both the national program and the local affiliates the kind of prestige mentioned above: an endorsement of the success of the organization and the importance of the organization's goals to the corporate community.

The National Technical Advisory Council is comprised of senior level corporate executives of NIAC member companies (but not the CEOs). The NTAC has a more hands-on role than the NIAC, in the sense that members of the NTAC lend their experience and expertise in assisting local affiliates, helping to maintain the service delivery network, and carrying out special projects and assignments. The NTAC members, by virtue of their positions within their own companies, frequently have more time to spend assisting OICs than the CEOs, and their presence on the NTAC does more than just give stature to a program.

In recent years, members of NIAC/NTAC have come from some of the nation's largest corporations, including United Airlines, General Motors, General Electric, IBM, Metropolitan Life, RCA, Sears & Roebuck, AT&T, and Coca-Cola.

Federation Employment and Guidance Service: The Federation Employment and Guidance Service (FEGS), located in New York City, is the largest comprehensive nonprofit human service center in America. FEGS provides services to more than 70,000 individuals in over 40 sites around New York City each year.

The FEGS Trades and Business School was established in 1970 in response to industry's demand for skilled entry-level workers. The School, which is approved and accredited in New York State, offers instruction in topics such as business skills, upholstery, furniture finishing, cabinet making, major appliance repair, jewelry manufacturing and repair, building maintenance, and heating and air conditioning maintenance.

Each instructional area has its own Advisory Council, composed of representatives from companies in the specific industry. Councils range in size from 5 to 20 members and meet a minimum of twice each year. The Councils are responsible for reviewing the actual classroom curriculum, providing input on the current status of the industry, arranging for guest speakers for the students and staff, and acting as judges in the school's Annual Skills Olympics. Many of the companies represented on the Advisory Councils hire graduates of the School.

Involvement by representatives from local companies in the Advisory Councils has allowed the School to leverage additional private sector involvement. Companies have contributed materials, machines, tours of their manufacturing facilities, scholarships for participants, and letters of support when FEGS seeks additional funding. The partnership between FEGS and the local companies is facilitated by a demand for entry level workers in the industries taught at the School and the unique input that the local companies have in the program's curriculum. Local businesses have confidence in the School's graduates because they have helped design the curriculum.

B. Mentors and Advisors to Clients.

While the last section discussed ways in which members of the corporate community serve as advisors to programs, this section addresses ways in which volunteers from businesses can interact with the program's clients on a one-to-one basis as mentors. A large number of employment and training programs have mentoring components as part of their overall mix of services. The mentors serve as advisors, career planners, friends, and role models for disadvantaged youth, many of whom have never interacted with business professionals. Mentors provide program clients with realistic information about the world-of-work, the advantages of steady employment, the different types of jobs available, and opportunities for post-secondary education.

Mentors are doubly beneficial for employment and training programs: first, they are a proven and effective service component in contributing to the long-term employability prospects of young people and second, they are free of cost (since almost all mentors are volunteers) to the program. In terms of "bang for the buck", mentoring is probably the most cost-effective component of an employment and training program.

Mentors are defined simply in terms of their relationship to a program's clients. A mentor can serve as an advisor to a young person without having any other ties to the agency (like serving on the board of directors). As such, they are less useful in networking than a corporate member on the board of directors can be for the program. However, mentoring is another way in which corporations and their representatives can become partners with private employment and training programs. The corollary of mentoring components of employment and training programs in business/public education partnerships are the adopt-a-school programs that have cropped up in recent years, in which a local business "adopts" a school and its employees interact with the students.

Examples of Programs:

Career Beginnings Program: The Career Beginnings Program (CBP) is one of the many programs administered by the Center for Human Resources at Brandeis University (another is the Partnership Project, mentioned briefly in the section on corporate partnerships with the public schools). CBP serves a population of disadvantaged high school students performing at an "average" level. The purpose of the program is to help these students realize their opportunities for higher education or career preparation through a mixture of mentoring and work experience opportunties. CBP serves students in their junior and senior year.

CBP is a partnership between higher education institutions and the public school systems. While CBP is not in itself a community-based organization, a CBP program is administered at the local level by the participating college, university, or two-year college, with guidance from the national CBP office at Brandeis. The program combines exposure to the world of higher education at the participating college, an enriched summer work program, and a unique and highly developed mentoring system.

Mentors are recruited from the business and professional community. They are provided with training and support from CBP to become effective advocates for youth (e.g. the national CBP office publishes a monthly newsletter for mentors). The mentors in turn provide their students with the skills to develop educational and career goals, earn a high school diploma, apply to a postsecondary education program, explore and find part-time employment during school and full-time employment during the summer after high school, and follow through on all of the student's post-high school plans.

By the spring of 1989, Career Beginnings Programs will be operating at 22 sites across the country. "Beginning Now!" is the monthly newsletter of the national CBP office.

Jobs for Youth - Boston: Jobs for Youth - Boston (JFY-B) is a private, nonprofit agency specializing in employment training and educational services for high school dropouts in the Boston metropolitan area. The JFY-B program mix consists of counseling services, an alternative education curriculum, and job placement for 16-21 year old clients.

In addition to the job readiness and remedial education services offered by JFY-B, the agency also offers an innovative youth entrepreneurship program entitled the Youth Business Initiative (YBI). YBI trains young JFY-B clients in starting and managing their own businesses and helps provide the funding to do so. Participants in the program first complete a 35-hour seminar in record keeping, marketing, scheduling, financial management, cash flow, and writing a business plan. They then write formal business plans, which are reviewed by volunteers from the business community. Participants with approved business plans receive small start-up loans and assistance in applying for additional commercial loans. In terms of technical assistance, during the first year of business each young entrepreneur is supplied with two mentors from the business community. One mentor advises on financial and general management concerns, while the other provides hands-on experience in the actual field of business. The mentors, like the members of the loan review board, are volunteers from the Boston business community.

C. On-the-Job Training Programs.

An on-the-job training program is by definition a partnership: between the programs providing the employment services and the businesses providing the training slots within their facilities. On-the-job training (OJT) is usually one component of a larger service mix, often used after the delivery of basic skills remediation, employment counseling, and occupation-specific skills training. Following successful completion of an OJT program, most clients are considered "job-ready" for full-time employment.

Many OJT programs are run as kinds of apprenticeships. The business providing the training slots will often hire the graduates, although this is by no means required by the definition of OJT. OJT programs vary from apprentice-style systems (with the intention of hiring qualified graduates) to ones that train for specific skills within an industry (transferable to a variety of firms) to ones that simply provide clients with exposure to the world of work.

OJT programs represent the most comprehensive types of partnerships. The clients of a community-based agency actually become the clients of a business. The coordination between agency and business entails far more than in any of the partnerships mentioned above, and requires a much greater commitment of a corporation's resources than providing a mentor, a board member, or even funding.

Examples of Programs:

Rich's Academy: Rich's Academy (RA) is an alternative high school and on-the-job training program in Atlanta. RA is part of a network of alternative high schools in Atlanta operated by Exodus Inc. and a part of the national Cities in Schools program. The Academy is one of the most unique high schools in the country: it is operated out of a major metropolitan department store. Rich's Academy provides its participants with basic skills training, a variety of elective courses, and opportunities for work experience in the department store. The program, as an alternative high school, serves students with poor academic and/or attendance records or behavioral difficulties in the public school system. It also serves recent dropouts, many of whom are referred to the program by other social service agencies and probation officers.

The RA partnership between an alternative education agency (Exodus, Inc.) and a large corporation (Rich's Department Store) was initiated by the president of Rich's. At the national level, Cities in Schools specializes in forming partnerships in local communities between government, public schools, and businesses to form educational projects and support services for at-risk youth.

Jobs for Youth - Chicago: Jobs for Youth - Chicago (JFY-C) is a private, nonprofit agency that provides out-of-school youth with a variety of services to become self-reliant and self-supporting. Services range from pre-employment training, job readiness skills instruction, remedial education, and job placement services.

JFY-C has been particularly successful in recruiting business involvement in all phases of its operation. More than 350 businesses, most of them small in size, have committed to supplying entry level jobs to JFY-C graduates. Nineteen business executives are on the board of directors.

JFY-C currently has two on-the-job training programs with large local Chicago companies. Kraft, Inc., a manufacturer of food products, has established a six-week on-the-job program for work-ready youth, as deemed by JFY staff. Many of the youth are hired by Kraft upon completion of the on-the-job segment.

GATX, another local Chicago company, established an OJT program in conjunction with JFY in 1987. This program also provides six weeks of practical work experience for work-ready JFY graduates, but does not make a point of hiring graduates of the OJT segment.

Vocational Foundation, Inc. - JUMP: The Vocational Foundation, Inc. (VFI) is a private, nonprofit New York City-based employment and training program for disadvantaged young adults. VFI serves a population of extremely "high-risk" youth: more than 30% of VFI clients are referred from jails and correctional facilities.

VFI's specialty is on-the-job training programs, which include work experience in fashion pattern grading (in conjunction with the Fashion Institute of Technology), clerk/typing services, office machine repair, and hotel-related occupations. Many of the OJT programs are combined with remedial education services at VFI.

JUMP (Joint Urban Manpower Program) is an OJT program operated by a collaboration of several New York City drafting and architectural firms. The program provides OJT work experience in drafting, construction inspection, and bridge safety instruction. Participants in the program are referred by VFI. The program lasts for one year and provides a combination of classroom training, actual work experience, and remedial education instruction for those lacking a high school diploma. The majority of program graduates eventually find employment in their area of study.

Aetna Office Futures: Aetna Life & Casualty, based in Hartford, CT, has a number of programs for disadvantaged youth and young adults as part of its "Stepping Up" program. These include the Saturday Academy, a dropout prevention program for seventh graders in Hartford public schools, Students at Work, a work/study incentive program for high school juniors and seniors, and Office Futures.

Office Futures is an intensive, six-month office skills training program for unemployed young adults. It involves a partnership between Aetna and the Hartford affiliate of the National Puerto Rican Forum (NPRF). Office Futures provides a mix of remedial education and basic skills instruction in English and math through the NPRF facilities as well as instruction in typing, office skills, and job readiness training. Aetna provides paid internships, grants, and curriculum instruction at its Hartford offices. More than 200 participants have completed the program to date, all qualifying for entry-level placement at Aetna, as well as at many other Hartford-based businesses, which actively try to recruit the graduates.

At present, Aetna is providing assistance to replicate the program throughout its field offices across the United States.

Urban League of Wichita, Kansas: The Urban League of Wichita, Kansas is one of more than sixty affiliates of National Urban League, Inc. (NUL). Local NUL affiliates provide a variety of employment and training services to unemployed, underemployed, and economically disadvantaged young persons.

Urban League of Wichita, in partnership with Boeing Aircraft and Wichita State University, developed the Pre-Engineering Student Intern Program to increase local high school students' interest in technical fields. The program works with juniors and seniors from economically disadvantaged backgrounds possessing high academic skills. Participants are recruited from public high schools in Wichita.

The program combines an evening curriculum of additional mathematics and science courses at the high school in the evenings and during the summer break. In the summer, students are also placed in paid interships at Boeing. Instructors for the classroom component come from the high school and Wichita State University.

The summer curriculum also includes pre-employment skills training, attitude development, and counseling and academic preparation for postecondary education. In the first graduating class of the program, 85% of the participants raised their high school grade point average by .5. Most of them went on to college.

Jobs for Youth - New York: Jobs for Youth - New York (JFY-NY) is a nonprofit employment and training program for out-of-school and/or out-of-work inner city youths with disadvantaged backgrounds. JFY-NY offers a variety of services including individual counseling, opportunities for work experience, job placement and ongoing follow-up, and basic skills remediation.

The Summer Work Scholarship Program provides disadvantaged, at-risk high school students, ages 14-19, with seven week on-the-job internships at non-profit community organizations throughout New York City. Each participant receives a $1,000 stipend from a local corporation or foundation for the seven week program, or approximately $4.00 per hour. Students are placed in the interships based on their skill level and interests. Participating non-profit organizations include museums, theatre companies, dance companies, musical groups, athletic leagues, libraries, and hospitals: the non-profit organizations receive a free employee for the seven week internship, since the stipends are provided by local corporations and foundations.

The Summer Work Scholarship Program was established in 1975 in partnership with the Pfizer Company. Pfizer was interested in helping disadvantaged high school students obtain summer work experience, but had no open slots for high school-age workers. JFY-NY developed the program with Pfizer, allowing Pfizer and other companies to provide scholarship stipends to high school students for summer work experience, even though the participating donors do not have any internships to offer students within their own companies. The partnership provides corporations with an opportunity to help both disadvantaged high school students and non-profit agencies with a single tax-deductible donation.

The program is administered by a coordinator at JFY-NY. Participants receive additional supportive services through a network of "monitors," who visit with them on the job, discuss their progress with the employers, and provide counseling as needed. For each $1,000 scholarship stipend, $160 goes to JFY-NY for adminstrative costs. In 1989, the program anticipates serving approximately 180 high school students with internships in 70 non-profit agencies. 32 corporations and foundations will provide stipends.

D. Matching Programs:

At a National Youth Employment Coalition roundtable discussion on the future role of businesses and corporations in employment and training programs (December, 1988), some business representatives predicted a decline in corporate involvement with programs that do not benefit their employment needs directly. In other words, the job market will reach a point where some businesses can no longer afford to use their charitable dollars earmarked for employment and training on programs that do not directly supply them with a pool of qualified workers matched to their open slots.

Rather than continue to fund community-based employment and training programs, many corporations may take it upon themselves to devise their own programs for filling entry level positions. If this becomes the case, then many private, nonprofit programs will see a decline in their levels of funding, especially if they rely on corporate support to accomplish their service goals. A great deal of expertise will be wasted if corporations choose to "go it alone" in the employment and training of the disadvantaged population. Additionally, there will be a waste of resources, since many community-based organizations could easily modify their programs slightly to match a specific training need to a specific corporation.

What if another entity stepped in to match the training needs of a specific company with the available services of a specific community-based agency? In this way, programs could be tailored to an individual company's open slots, thus producing a truly efficient system. All partners would benefit, and especially the disadvantaged graduates who would be guaranteed a job if they met the program's graduation requirements. No training dollars would be wasted in preparing potential employees for positions that are not needed or do not exist.

Programs that match actual training or employment needs with services available in the community are perhaps the wave of the future in terms of the formation of working partnerships. As long as the American economy continues to grow, an organization committed to making such matches will save many corporations the enormous start-up costs entailed in their taking entry level training into their own hands.

Examples of Programs:

Bay State Skills Corporation: The Bay State Skills Corporation (BSSC) was established by an act of Massachusetts general law to provide funding to educational institutions. BSSC is a quasi-public institution and is

funded by the State of Massachusetts; it does not operate any of its own employment and training programs. Rather, it matches the needs of Massachusetts-based industries with programs possessing the necessary training services for that industry. Like CBP, BSSC is not community-based; it relies on educational institutions to provide services at the local level. BSSC is governed by an 18-member board of directors, one-half of which are business representatives.

The Industry Responsive Training (IRT) program provides a matching 50/50 grant, in partnership with a business, to a qualified educational institution to provide specialized training for positions within the partner company. BSSC is thus a partnership-maker: it matches the needs of a specific business with the program of a specific educational institution, and provides half of the funding as well. The purpose of BSSC is to make Massachusetts more competitive in the world economy by ensuring that business growth is not limited by a lack of qualified employees.

IRT is a completely non-restrictive program. Participants in the training programs funded by BSSC and its corporate partners can already be employed at any income level, and the level of the training programs ranges from entry level to highly advanced. The educational contractors are colleges, universities, community colleges, and community-based organizations. Although the programs are not specifically tailored to serving youth, there are no institutional restrictions limiting their participation and many of the training programs are geared to entry level jobs.

In addition to the IRT program, BSSC also sponsors a number of special institutes for educators and industry representatives. The purpose of these institutes is to share industry information about emerging technologies and how they can be incorporated into educational curricula. BSSC defrays the bulk of the cost of the institutes.

Finally, BSSC is a participant in the Massachusetts ET CHOICES program for welfare recipients. ET CHOICES is a Massachusetts welfare reform initiative that allows welfare recipients to participate in a variety of training programs. BSSC provides minimum 80/20 matching grants to educational institutions to train welfare recipients for entry level service sector employment.

New Ways to Work - New Ways Workers Youth Labor Pool Project: New Ways to Work (NWW) is a San Francisco-based work resource and research organization. Since it was founded in 1972, NWW has worked with employers, community organizations, individual clients, unions, and policymakers to address a variety of problems arising from employment

practice. In particular, NWW promotes the usage of flexible work time options, thus allowing involvement in the workforce by those limited by commitments to school, family or by health factors.

New Ways Workers matches San Francisco area businesses with high schools and youth agencies to provide part-time transitional employment opportunities for youth at risk of dropping out. Program participants work part-time for their employers while attending school. NWW believes that work experience, if coordinated with the support of schools and community-based agencies, can motivate young people to pursue their studies with a greater sense of purpose, prevent dropout, and better prepare youth for the world of work. Many of the participants become full-time employees with their part-time employer after graduation.

New Ways Workers has removed many of the institutional barriers that prevent companies from hiring youth. All program participants are prescreened and selected for their qualifications and readiness for employment. When a company needs a full-time employee, NWW provides at least two young people to share the job, each working part-time. NWW also becomes the employer of record for the program's participants by providing all tax accounting, payroll accounting, check processing, personnel record keeping, worker's compensation insurance coverage at the worksite, and assurance of compliance with all school and employment regulations. Companies select the base hourly rate for their position, and New Ways to Work pays and insures the young workers. The company is then invoiced on a regular basis to cover the base hourly rate, insurance costs, and a placement surcharge. New Ways Workers can be transferred to an employer's own payroll system, if desired.

The New Ways Workers program was developed by an advisory committee of representatives from the business community and is overseen by a committee of representatives from businesses, community-based organizations, schools, community colleges, and the Private Industry Council. At present, the program works with 14 schools, 13 community-based organizations, and 35 different employers. During its 1987-88 program year, approximately 150 young people were served.

PART IV: FORMING A PARTNERSHIP

This report describes a number of efforts that seem to have had some success in solving the problems of preparing disadvantaged youth for the workforce, as described in the introduction. It is by no means a manual on how to set up one's own corporate partnership.

Many of the partnerships described in this report were formed as a result of program staff going out into the corporate community and selling their ideas. According to some industry experts, many businesses are unaware of good programs that exist in their own community. Once they see examples of working programs, they begin to see the need for employment and training programs for disadvantaged youth and how they can benefit from their own involvement in such programs. Thus, there is simply no replacement for actively selling the virtues of one's own program to local businesses. The ways programs can be linked with the business community have been discussed earlier in the report: board of director involvement, mentors, and funding. In some cases, corporate leaders already know that they want to get involved, but do not know where to begin. Good public relations increases visibility and the chances for forming a partnership.

There are, however, a number of local and national sources for advice in forming a partnership. In addition to the contacts listed in the index of this report, some organizations specialize in corporate/CBO and corporate/public education partnerships.

At the top of the list is the National Alliance of Business (NAB). NAB is a national, nonprofit organization working with employers to create and strengthen business/education partnerships across the country. Many of America's largest corporations are members of NAB, and one of their efforts, the Compact Replication Project, has been discussed earlier in this report.

NAB's philosophy is that business investment in educational programs of all sorts is no longer altruistic: it is now a fundamental economic necessity, due to the mismatches in the labor market between the educational levels of youth and the labor needs of growing American companies. NAB has produced a number of publications, guides, and manuals for corporations that wish to become involved with educational efforts in their communities. In particular, The Fourth R: Workforce Readiness identifies six levels of business involvement and can be used as a guideline for forming a partnership.

The Committee for Economic Development (CED) is another source of information about business/education partnerships. CED is a business research organization whose board of trustees is composed almost entirely of corporate executives and university presidents. CED's purpose is to bring business and education together to analyze the issues confronting American economic growth and develop policy statements for the formation of both business and public policy.

CED's landmark 1987 report, Children in Need: Investment Strategies for the Educationally Disadvantaged, highlighted the successes of many programs in the education of disadvantaged youth. Many of these highlighted programs are the results of collaborations between businesses and educational institutions. Among other recommendations. Children in Need calls for increased business/community-based organization partnerships for the employment and training of disadvantaged youth. Their many publications can serve as resources for potential partners seeking to make a match.

The Job Training Partnership Act of 1982 divided the country into 632 Service Delivery Areas (SDA), each responsible for oversight of the program in its local area. Each SDA has its own Private Industry Council (PIC), as mandated by the Act itself. The purpose of the PICs is to provide policy guidance and to exercise oversight with respect to activities under the job training plan for an SDA. PICs, by law, must be composed of a simple majority of representatives of the private sector (defined as owners of business concerns, chief executives or chief operating officers of non-governmental employers, or other private sector executives who have substantial management or policy responsibility).

PICs are perhaps the best place for a local community-based organization seeking a training partnership with a local company to begin. Many local businesses keep the PIC apprised of their employment and training needs. Furthermore, the PIC has equal authority with local elected officials in determining how JTPA money is to be spent and which programs shall receive funding in a given community. Their intimate involvement with both the corporate community and the employment and training community makes them a natural source for information about partnership formation opportunities for community-based organizations.

Finally, the future will probably see the development of more state, local, and corporate initiatives to form partnerships along the Bay State Skills Corporation model, the New Ways Workers program, and the Aetna Stepping Up

program. Aetna is providing technical assistance to any of its branch offices for replicating the three Stepping Up programs. Other large corporations with branch offices may begin to do the same as they form effective partnerships with CBOs.

The programs of the Bay State Skills Corporation could be useful models for any state wishing to match its employment and training dollars with the real demands of local businesses. As such, initiatives like BSSC may begin to be implemented across the country at both the state and city-wide level.

Community-based organizations seeking partnerships can only benefit by checking through all of the sources on programs that have already succeeded. Every program mentioned in this report is listed by name, address, and program operator in the index. Programs are encouraged to contact one another to share resources and ideas and help in the formation of additional corporate/CBO partnerships.

PART V: CONCLUSION

Changes in the American labor market over the past decade have presented disadvantaged youths with few choices for their economic independence. The majority of the new jobs being created either require higher levels of skill than these youth possess or promise lower levels of earnings than they require to support themselves and their families. If the majority of well-paying jobs available require a college education (or, at the least, a command of basic skills), where does that leave a high school dropout?

Many growing American businesses, especially those based in large metropolitan centers, have begun to worry, and rightfully so, about how they will fill their open entry-level slots and continue to grow. Without a pool of qualified workers to draw from, their growth is threatened. It has become imperative for them to intervene on their own behalf to ensure the availability of an educated and employable work force. Their constructive interventions have taken the form of partnerships with the agencies and institutions traditionally responsible for the education of American youth.

This report has highlighted some of the most innovative partnerships forged thus far between American corporations and the public school system and community-based organizations. There is every reason to believe that such partnerships will continue to proliferate and prosper in the years to come because they serve the common interest of their partners. That is, after all, what a partnership is: different groups working together on a goal of common interest to all.

PART VI: INDEX OF PROGRAMS

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ABOUT THE NATIONAL YOUTH EMPLOYMENT COALITION

The National Youth Employment Coalition is a nonprofit membership organization consisting of more than fifty youth-serving organizations from around the country. The Coalition encourages collaborative ventures between professionals in the employment and training field through its program of advocacy, information sharing, legislative monitoring, public relations, and local coalition building.

Founded by youth employment and training professionals in 1979, the Coalition is headed by a ten-member executive committee of representatives from youth-serving organizations. With major support from the U.S. Department of Labor and a variety of private foundations, corporations, and dues from members, the Coalition convenes youth service leaders regularly to share ideas and use the network of contacts within the Coalition to disseminate the most up-to-date information about employment and training opportunities for America's disadvantaged youth.

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Rae Linefsky
Senior Vice President
Federation Employment & Guidance Service

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NATIONAL YOUTH EMPLOYMENT COALITION

VOTING MEMBERS

Alternative Schools Network (Chicago)
American Youth Work Center
Bay State Skills Corporation
Boys Clubs of America
The Center for Population Options
Children's Defense Fund
Child Welfare League of America
Cities in Schools, Inc.
Empire State Organization of Youth Employment Services (ESOYES)
Federation Employment and Guidance Service
Girls Clubs of America, Inc.
Grand Street Settlement
Institute for Educational Leadership
Jobs for the Future - Bank Street College of Education
Jobs for Youth, Inc. - Boston
Jobs for Youth, Inc. - Chicago
Jobs for Youth, Inc. - New York
Joint Action in Community Service, Inc.
Los Angeles Regional Coalition of Service Providers
Maine Bureau of Employment and Training Programs
National Association of Counties
National Association of Private Industry Councils
National Association of Service and Conservation Corps
National Child Labor Committee
National Committee for Full Employment
National Council of La Raza
National Crime Prevention Council
National Institute for Work and Learning
National Network of Runaway and Youth Services
National Puerto Rican Forum
National Resource Center for Youth Services - The University of Oklahoma
National Urban League, Inc.
National Youth Practitioner's Network - Brandeis University
New England Community Action Association
New Ways to Work (San Francisco)
New York City Youth Employment Coalilton
OICs of America, Inc.
70001 Training & Employment Institute
United Neighborhood Centers of America, Inc.
Utah Youth Employment Coalition
Vocational Foundation, Inc.
Washington State Association of Employment & Training Professionals
Y.M.C.A. of the U.S.A.
Youth Action Program - National
Youth Network Council of Chicago - Illinois Collaboration on Youth
Youth Service America

ASSOCIATE NON-VOTING MEMBERS

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National Alliance of Business
New York State Division for Youth
Public/Private Ventures
Youth Action (Washington, D.C.)